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ABSTRACT

This experimental junior-year teacher education program at the School of Education of the University of Virginia has been open to a sample of junior-year students for the past 2 years and is currently in its third year of field experience as an integration of theory and practice. It has served as a vehicle for developing and attempting to implement a new model of collaboration among university faculty, university students, and public school personnel. The basic assumptions of the model are a) that each of these parties must have the freedom to identify their basic needs and objectives, and the responsibility for accomplishing these; and b) that real success comes through collaborative, not individual, accomplishment. (Included in this program description are accounts of the program's content, rationale, mediating experiences, and evaluation. Also included is a proposed new model for collaboration.) (Author/JA)

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SUMMARY

The Junior-Year Undergraduate Experimental Program at the University of Virginia was begun two years ago and is currently in its third year of operation. It arose out of concerns that the learning theory and human growth and development sequence for undergraduates, which was lecture and textbook oriented, was not providing students with an opportunity to test the theory they were learning and was not giving them preparation for student teaching and later teaching. The basic aim of the program has been to assist students in integrating theory and practice. The program has been undergirded by an emergent model of collaboration that attempts to insure that university faculty, graduate students, school personnel, and undergraduate students each have a full partnership in program activities. Forty-two students completed the program this past year. Data collected from teachers and students indicate that the program has been successful in attaining its objectives. A new model of collaboration has evolved that has now become the basis for a possible program to train middle school teachers.

Introduction

This paper provides a description of an experimental junior year teacher education program at the School of Education, University of Virginia in Charlottesville, Virginia. This program has been open to a sample of junior year students for the past two years and is currently in its third year field experience and an integration of theory and practice. It has served as a vehicle for developing and attempting to implement a new model of collaboration between university faculty, university students, and public school personnel. The basic assumption of the model is that each of these parties must have the freedom to identify their basic needs and objectives, the responsibility for accomplishing these, and real success comes through collaborative, not individual, accomplishment.

The School of Education, University of Virginia

As reflected in the recent 1970 NCATE report, the mission of the School of Education in undergraduate teacher preparation is experimental in nature rather than that of supplying large numbers of teachers. The undergraduate program is open only to juniors and seniors. In contrast to many school of education, its primary emphasis is in its graduate programs with over 1300 graduate students currently enrolled and only 300 undergraduates. Future projections suggest a modest growth in both figures but with the graduate population remaining considerably larger.

Differences in numbers of graduates and undergraduates do not suggest, however, less overall importance for the undergraduate program. Quality rather than numbers of students is the prime emphasis. The success of the graduate programs will depend in great part on having an outstanding undergraduate program, completely relevant to today's needs. Education majors attending the University of Virginia are outstanding in many respects, having among the highest average College Board scores in the nation (compared with other Education majors).

The present Dean of the School of Education, Frederick R. Cyphert, came to the University of Virginia in the Fall of 1968. Since that time approximately sixty new faculty members have been added and there has been a concurrent development of the breadth and depth of areas of specialization for graduate and undergraduate students. The School of Education has received approved program status with the State Department of Education--essentially this means that new or changing programs of teacher certification may be proposed by the School and piloted following state review.

The atmosphere at the School of Education is one of innovation and experimentation, of trying to find the best posible ways of training teachers. In addition to the program described here, a Student Aide Contract (SACS) program provides early experience for juniors and a few freshmen and sophmores. These students spend four hours per week providing direct assistance to public school teachers in

Charlottesville. The School of Education is engaged in the second year of a program funded by the Office of Education in which our Early Childhood Program and our Special Education Program are collaborating in the development and testing of competency based teacher education modules in the various areas of child development. Recently, a MOTT Foundation-sponsored regional Community Education Center has been established.

The commitment of the University to the further improvement of its teacher education programs is demonstrated also in its decision to create and fill two new faculty position beginning in the Fall of 1972. One is the position of Coordinator of Experimentation in Teacher Education and the other is Coordinator of Field Instruction and Research. Together, the persons filling these positions will play key roles in the further development and testing of new approaches to Teacher Education.

Background and Rationale

Prior to the 1970-71 academic year, professional education courses at the University of Virginia in the area of human growth and development were provided solely through the option of taking two of three traditional courses in human growth and development. These courses were lecture oriented and focused on materials in basic textbooks. At this point university faculty began to raise a number of serious concerns:

1. How did the the courses relate to the total teacher education program?

2. Do these courses really prepare students for student teaching?

3. With the large number of students enrolled in these courses, how do you provide for regular school visitations?

4. As these courses were open to students who were not preparing to teach, how do you insure that they are relevant for those who are planning to teach?

5. How does that fact that graduate students are teaching these courses affect the quality of the courses?

6. How relevant are principles of learning and human growth and development ot every day public school life?

7. As these courses tended to be aimed at early childhood, how do you insure that you meet the needs of students in both elementary and secondary preparation?

8. How relevant is the work of Thorndike, Skinner, and other general learning concept people to teaching methods?

9. How do you insure that there is an understanding between faculty in Foundations and those in Curriculum and Instruction as to what is needed in teacher education?

These were not easy question to answer, but at this juncture faculty persons in Foundations and in Curriculum and Instruction decided to face them head-on in the hope of finding alternative ways to prepare teachers. The resultant experimental undergraduate teacher education program has been developmental and emergent and during the past two years. The program has now begun its third year. The program has had the following major assumptions:

1) That undergraduate students need to know basic principles of

learning and human growth and development;

2) that undergraduates must receive field experience much earlier in their program;

3) that content and practice need to be integrated so that each can be used to test the validity and the relevance of the other;

4) that students must be given freedom to assist in identifying their needs and the means of satisfying them and be held responsible on this basis; and

5) that there must be a spirit and practice of collaboration between university faculty, school faculty, undergraduate students, and graduate students.

Finally, the program needed to operate without geometrically increasing costs.

Initial Year

The program began on an experimental basis in the Fall of 1970-71 academic year with twenty undergraduate students. Six faculty members, four from the area of Foundations and two from Curriculum and Instruction, took responsibility on a team teaching basis. The option of taking two of three courses in learning theory and human growth and development was replaced with a two semester content/practice block. Program activities in the Fall of the year revolved around sensitivity training, sociological and psychological factors that affect learning, philosophical issues in education, curriculum theory, and instructional strategy. Video tap recorders were used

extensively to record and analyze role playing and simulated teaching. From mid-year through the spring students were involved in observational activities in Charlottesville public schools. The number of individual faculty members involved made it difficult to coordinate their activities and to define central purposes. But students were excited about the program and recommended it highly to their friends. Consequently a decision was made to continue to expand the program but to bring it under the centralized control of two faculty members--one from the area of Foundations and the other from Curriculum and Instruction.

Overview of the 1971-1972 Program

In the Fall of 1971 forty-two third year undergraduate students elected the program. This included all (25) of the third year students majoring in elementary and fourteen percent (17) of the students majoring in secondary education. Based on the experiences of the previous year three major changes were made:

1. major faculty responsibility for the program was taken by two individuals, one from Foundations (1st semester) and the other from Curriculum and Instruction (2nd semester)

2. a new model of collaboration was emerging (See Fig. a)

3. more extensive effort was made to integrate theory and practice, university based experiences and school based experiences (See Fig. b)

Students spent two and one-half hours per week at the university in lectures, seminars, and discussions relating school experiences to theory and three hours per week in the public schools.

UNIVERSITY BASED

SCHOOL BASED

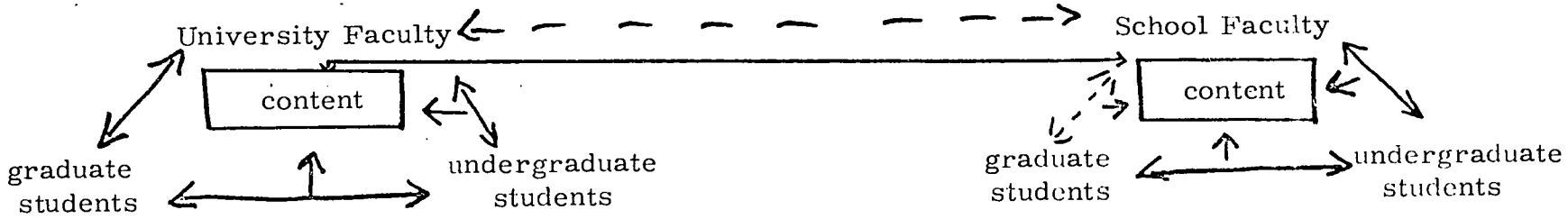

Fig. a Model for Collaboration and Integrating of Theory and Practice In a Junior Year Teacher Education Program

Content	University Based	Mediating Experiences	School Experiences
First Semester	1) Observation Meth. 2) Learning Theory 3) Human Growth and Development	1) Large Group Discussion 2) Small Group Discussion 3) Personal Resources Proj. 4) Sensitivity Group	1) Practice 2) Observation Assignment
Second Semester	1) Curriculum Theory 2) Instruction Theory 3) Instruction Method	1) Large Group Discussion 2) Small Group Discussion 3) Demonstration and Simulation	1) Practice 2) Observation Assignment

Figure b. Integration of University Based and School Based Experiences

The model of collaboration is presented in Figure a. The two basic implications of the model are that all relationships must be reciprocal and that the "content" at the university and in the schools must be integrally related. As shown in Figure a, the university-based component included faculty members from Foundations and Curriculum and Instruction, graduate students and the third-year undergraduate students. The two faculty members outlined the basic content from learning and instructional theory and practiced, planned and directed specific university activities, provided leadership for the graduate students involved, and advised the undergraduate students. All major learning activities were led by these two faculty members with the assistance of their departmental colleagues in the form of guest lectures, discussions, and demonstrations. Graduate students participated in the faculty-led activities, led small group discussions approximately one hour each wee, and advised the undergraduate students. The purpose of the small group discussions was to ensure that each undergraduate student was able to explore with the group congruence or lack of congruence between theory and practice as he was testing it in his field experience. Although dialogue of this nature was encouraging during faculty led activities and one to one advising sessions, the small group discussions were the primary vehicle for this exchange. Undergraduate students had two major responsibilities, to process and internalize the information transmitted by faculty and graduate students and to critically reflect on

and question this information. Undergraduate students have too long remained passive agents whose role it was to identify the "needs" of faculty members and then try to satisfy them in order to meet their own needs (get a good grade). If undergraduates are to be truly prepared to enter the world of public schools they must be constantly testing the information they receive at the university against the realities around them. They must also provide part of the leadership in developing teacher education programs. This means that they must assist in the identification of relevant information and processes. The role of the undergraduate students as TTT's (Trainers of the Trainers of Teachers), as instructors of the faculty, has in the past either been put down as foolish, ("what do they know?") or glibly acknowledged (in which case nothing happens). To bring the undergraduate students into full participation in planning their own destiny is no easy task. It necessitates retraining of undergraduates so that they will demand this freedom and responsibility, retraining of faculty so that they will realize that undergraduates can be a primary source of validity testing of their theory and practice, and retraining facilitators (graduate students) so they will acquire their future role as faculty much earlier in their training program.

The school-based component included school faculty, graduate students and undergraduate students. Each undergraduate student spent three hours per week in a specific school in the Charlottesville public schools. A cooperating teacher was identified for each student but a key ingredient was that the student have the freedom to be en-

gaged in a variety of activities in the schools. Their primary responsibility was not assist teachers, but to observe. Their activities included watching teachers teach, talking to school children, visiting in the teachers' lounge, discussions with administrative personnel, interactions with parents, tutoring and preparation of classroom materials. The role of the public school faculty was to assist the undergraduate student in having the opportunity to engage in a wide variety of activities that would allow him to begin to draw the curtain covering the window through which he was peering at the world of the public school. Graduate students made periodic (See dotted line, Figure a) visitations to the schools to discuss the activities of the students with teachers and the student and to facilitate the interaction of the student with tose at the school in whatever way possible. A dotted line also connects university and school faculty in Figure a. This is to indicate the irregular nature of this interaction. At the beginning of the year a meeting was held between the two major university faculty members involved and the cooperating teachers. At this meeting university faculty explained the intended purposes and processes of the new program. During the year interaction between university and school faculty was spontaneous and periodic.

Program Activities 1971-1972--General Description

As mentioned above, the junior year students spent two and one-half hours per week at the university and three hours in the public schools. There was a primary foucs on learning theory and human

growth and development the first semester and on curriculum and instruction theory and practice the second semester. Integration of theory and practice, university-based and school-based activities, was facilitated through large and sm roup discussions to insure that students had the opportunity to critically analyze the relation between theory and practice as they explored each at the university and in the field; one to one relationships between faculty and students and between graduate students and undergraduate students; and, through the direct linkage of university and school experiences. The latter is shown in Figure b. During the first semester the content focus at the university was on observation methodology, learning theory, and human growth and development. As well as attending lecure/discussions by faculty, students participated in large and small group discussions, sensitivity groups, and pursued a personal resources project. In the schools, the students were involved in practical activities and completed observational assignments that led them to apply learning and development theory to school practices through the use of systematic observation, case study, and anecdotal writing. During the second semester, the content focus at the university was on curriculum theory, instructional theory, and instructional methods. As well as attending lecure discussions by faculty, students participated in large group discussions, small group discussions, demonstrations, and simulations. In the schools the students were involved in practical activities, their own application of curriculum and instruction theory and practice in the classroom, and

observation of schools and teachers' application of curriculum and instruction theory and practice in the classroom.

Content

A complete description of the activities of the academic year is given in AppendixA (undergraduate Experimental Program University Activities, 1971-72). Work in the area of observation methodology was aimed at the processing of identifying cultural, physical, affectional, peer, development and adjustment factors that affect school children. Attention was given to the use of the individual as an instrument for observing and collecting data, distinguishing between facts and interpretation, and methods of labeling and classifying human behavior. Emphasis was placed on the collection of data without simultaneous interpretation, or waiting until data collection was completed to engage in the interpretative processes. Students were taught the process of anecdotal writing and the conduct of case study investigation. Principles of learning theory and of human growth and development were explored through case studies, the published work of experts in these fields, discussions of community education, cognitive development, and moral development, the use of Becker, Engleman, and Thomas self-instructional materials, discussions of types of learning, and through a Psychology Today Film series that dealt with aspects of behavior, development, information processing, learning, social psychology, personality, and abnormal behavior.

Work in the area of Curriculum and Instruction theory and methods focused on five major topics: curriculum and instruction; theories of instruction; goals objectives and planning, selecting instructional

techniques; and evaluation and measurement. Curriculum and instruction presentations dealt with curriculum philosophies, tools and patterns, school bases of curriculum, curricular change and curriculum as a process. The instructional theories of Gagne, Dewey, and Dale were discussed as were various instructional models and methods of individualizing instruction. Within the topic goals, objectives, and planning, there was a concentration on the work of Mager, Krathwohl, and Bloom, and epistenological factors. Selection of instructional techniques included Dale's Cone of Experience; mediated forms of teaching and Gagne and Kolhberg's work on teaching techniques and child development. The section on evaluation and measurement explored basic concepts of measurement, classroom testing, the relation of objectives to evaluation, and Flanders' interaction analysis.

Mediating Experiences

Each of the mediating experiences was privided to increase the linkage between content and practice. The large group discussions were used to handle general issues about the nature, philosophical bases and relevance of the content and practice work and their interrelationships. Discussions revolved around the appropriateness of observational methodologies, learning and human grouth and development theories and research, and, curriculum and instructional theory and practice using these four criteria as standards for judgment. University faculty were the primary resource for these discussions with graduate students providing supplementary input. Small group discussions focused on

these same questions with regard to specific theories, methodologies, and practices as experienced by the students. Field projects that directly related in-class experiences were assigned to students. As these projects were underway or completed each small group met to deal with conflicts that arose in application of the theory to practice. Three graduate students who had extensive teaching experience were the primary resource for these discussions. University faculty were available to provide further input. Undergraduate students were also encouraged to pursue these topics with theachers in the field.

Each student was asked to complete a personal resources project. The objective of the project was to collect information from both textbooks and from field observations that would enable students to apply theory and research to the field situation and the conduct of educational practices in everyday world of the public school. This project replaced the textbook and its product was intended to be a new personalized textbook that each student would have and continually develop throughout his teaching career. This new "textbook" was to include the identification of major learning and development principles, documentary evidence collected through systematic observation of the operation or non-operation of these principles in the field, research data available in the literature, and, statements of the implications of the principles for school practices.

During the first semester students participated in sensitivity groups for one hour per week for six weeks. There were three groups of fourteen students, each led by one faculty from the Special Education

Department who had experience in sensitivity training and group processes. These activities were based on the assumption that, since teachers must work each day with a group or a member of groups of children, they need knowledge of group processes and the skill to apply this knowledge to analyze the groups with which they work. A second objective of these activities was to help these students become aware of how they present themselves to others and how they interpret this presentation. A third objective was to give each student an opportunity to improve his interpersonal communication and to grow and develop as a person. Activities engaged in included: discussions of personal and interpersonal values; the analysis of group conflict and its regulation; and specific activities designed to assist each individual in understanding his own life space and that of teachers, children, parents, and administrators.

Demonstration and simulation activities occured throughout the course. Demonstrations provided an instructional model for the students. It is paradoxical that often courses in education focuse on theories and practices, but don't inculcate these in the course. We teach courses on curriculum evaluation without evaluating the course. We have lecture courses on inquiry and inquiry teaching!! This list could be extended to include any educational topic. Accordingly students were not taught about a practicebut through it. Observational methodologies were explored by the application of these methodologies. For example, faculty members gave demonstrations of convergent, divergent and convergent-divergent teaching stragegies. The notion of utilizing the classroom

was not just discussed but demonstrated using John Withall's classroom climate model. Students were also involved in simulated experiences. For example, students observed and recorded behavior on filmed classromm interactions and then discussed the advantages and constraints of the methology. They took responsibility for teaching five minute lessons to their classmates which were then analyzed by their classmates. As mentioned previously films, video tape and programmed instruction materials were also utilized.

School Experiences

The purpose of providing school experiences were : 1) to give students an earlier field experience than was previously possible at the University of Virginia; 2) to help students feel more comfortable in the public schools; 3) to involve students in the practical activities of the public schools; 4) to allow students an opportunity to question the relevance of content work at the university; and 5) to integrate content activities at the university with actual school practices. The procedure for organizing the school experiences varied from the first to the second year. In the first year a meeting was held with the Asst. Superintendent during which a request was made to assign each student to one teacher throughout the year. He was asked to identify teachers who had high confidence and were comfortable with questioning and being questioned about their teaching values and practices. A meeting was then held with teachers to describe the program and the role that they might play. They were told they would be expected to play a full role in a

triadic relationship between teachers, university faculty and staff, and the undergraduate students. This meant that they were to take an equal share in the responsibility of specifying, directing and evaluating students' field experiences. As well as providing directive input into this process and critiqueing the worth of the program and university faculty members activities, they also had to be open to this evaluation and critique of their own activities by university faculty and students. At this point a few of the teachers dropped out. The rest stayed and all continued with the program throughout the year. Faculty and graduate students made regular visits to the schools during the year and undergraduate students spent an average of three hours per week in the school with the teachers. The second year all went the same except that because of time constraints the meeting with the teachers as a group was not able to be held and school visitations by faculty members and graduate students were not quite as regular.

The primary field assignment of the students as seen by the university faculty was to observe and analyze teacher and student behavior in the classroom in light of learning, development, curriculum and instruction theory and research findings. The first semester students conducted most of this observation in the form of recording behavior and writing case studeies and anecdotes with regard to five specific assignments (See Appendix B, Case Study Observational Assignments):

1) Write an objective, life space description of the neighborhood within a three block radius of your school.

2) Identify and record Class Rules and Management Expectations.

3) Record and analyze class activities and likely learnings.

4) Identify instructional techniques used.

5) Record teacher question and pupil response types.

The second semester these were continued and three other major field assignments were given (See Appendix A):

1) Record the curriculum pattern in the school.

2) Record the testing pattern in the school.

3) Do Flanders' Interaction Analysis and a logue in the school and compare these.

As well as completing these assignments, students also provided assistance to the teachers whom they were assigned. Both teachers and students were asked to describe these activities. Each teacher was asked to indicate the major activities the student was involved in. These data for the twenty-five elementary majors and seventeen secondary majors are summarized in Table 1.

Seventy activities were identified by the teachers. Two activities were specified for each of the elementary majors. No data was recieved on seven (14 activites) of the secondary students, and two activities were specified for each of seven secondary students. The most frequently mentioned activities were teaching individual students, teaching small groups, clerical activities, and class planning and the development of materials. Data are presented separately for elementary and secondary majors because of two major differences between these groups. No teacher identified clerical activities for secondary majors but this activity tied at second rank with teaching individual students for ele-

Table 1: A summary of the two major activities of elementary and secondary majors as indicated by teachers

	Elementary Major		Secondary Major		Total	
	Number	Rank	Number	Rank	Number	Rank
Teaching Small Groups	14	1	2	3.5	16	2
Teaching Individual Students	10	2.5	7	1	17	1
Clerical Activities	10	2.5	0	8	10	3.5
Class Planning and Development of Materials	8	4	2	3.5	10	3.5
Lead Singing, Read to Class, etc.	5	5	1	6	6	5
Supervision	3	6	1	6	4	6.5
Teach the class	2	7	1	6	3	8
Observation	0	8	4	2	4	6.5
Not Specified	0	-	18	-	18	-
Total	52		36		88	

mentary majors. On the other hand four (rank = 2) teachers mentioned the observation activities of secondary majors while no (rank = 8) teacher mentioned this activity for elementary majors. It is not clear whether elementary and secondary teachers placed opposite values on these activities or whether elementary and seconary majors actually were involved in different types of activities.

Students were also asked to indicate the activities they participated in. They named any activities they were involved in, not just the major activities. Each student was allowed to name up to ten activities. After these data were collected, the specific activitys mentioned by the students were then placed in the same eight categories as in Table 1. A total of 205 activities were identified. The largest number (59) of these were clerical, followed by class planning and development of materials (42), supervision (31), teaching individual students (30), teaching small groups (23) and leading singing, etc (18). Teaching the class was mentioned only once. Students had been asked about observation activities separately and so these were not identified as activities here. As can be seen by a comparison with data in Table 1, the number of activities in each of these categories, especially the first four as specified by students is in pretty close agreement with the major activities specified by the teachers. The major difference is that "teaching small groups" was not cited as often by students as by teachers. In fact it ranks fifth among the activities mentioned by students, while for teachers working with elementary majors it ranks 2.5 and for teachers with secondary students it ranks 3.5. This discrepancy

may be due to the implied value of the term "major activity" used with teachers and to the fact that teachers indicated only two activities while students were free to mention up to ten. We will see in the evaluation section below that it is indeed due in great part to the value dimension.

Evaluation

Program Content

Each student was asked to rate the value of various aspects of the program content (lextures, discussions, and films). There were five dimensions evaluated: Values and Moral Development; Teaching-Learning; Observational Methodology; Psychological Foundations; and Human Growth and Development. A one to five rating was given as follows:

1. Excellent Presentation -- High Value
2. Useful Presentation -- more valuable than most classes
3. Of Some Usefulness -- average value compared with most classes
4. Of Little Value but not Useless
5. A Complete Waste of Time

The actual ratings given by students are presented in Table 2. The scale points have been reversed for clarity of presentation--the higest rating is a 5, etc. The mean ratings for each content dimension are given in the far right column of the table. With the scale midpoint 3.0, the mean ratings ranged from 2.94 to 4.14 with an overall mean of 3.55 In other words, the students indicated that on the average they felt each presentation of average value to being more valuable than in most classes. These were pretty high average ratings. As the distributions

Table 2 Student ratings of the value of selected aspects of the program content

	5 High Value	4 More Val. Than Most	3 Ave. Val.	2 Of Little Val.	1 Useless	Total	$\bar{X}$
Values	3	20	11	3	-	37	3.78
Moral Development	12	10	7	3	2	34	3.79
Types of Learning	8	9	18	2	-	37	3.73
Teaching Styles	14	14	6		1	35	4.14
Case Study	11	11	11	2	-	35	3.89
Writing Anecdotes	3	10	13	7	2	35	3.14
Observation	2	10	18	3	1	34	3.26
Case Records	6	6	12		2	26	3.15
Psych. Foundations	8	11	11	5	-	35	3.63
Rap Session	1	10	12	8	3	34	2.94
General Development	6	10	16	3	2	37	3.41
Community Education	11	12	6		1	30	4.07
Development	-	11	20	3	-	34	3.24
Cognitive Development	9	18	6	1	1	35	3.43

Table 3 Student ratings of mediating experiences

	5 High Value	4 More Val. Than Most	3 Ave. Val.	2 Of Little Val.	1 Useless	Total	$\bar{X}$
Personal Resources Project	7	6	10	2	2	27	3.52
Sensitivity Group	10	5	4	10	4	33	3.21
Small Group Discussions	11	7	11	1	1	31	3.84
Becker, et. al. self-instruction	16	13	3	1	1	34	4.24
Psych. Today Film	22	12	2	-	-	36	4.56
Film Manual	8	18	7	1	-	34	3.97

are somewhat skewed it is helpful to look at the numbers and percentages of students associated with each rating. None of these dimensions was given a four or five rating by less than approximately one third of the students nor was any given these rating by more than 90% of the students. Six dimensions were given a four or five rating by 65-89 percent of the students, two by 50-64 per cent of the students, and six by 32-49 per cent of the students. In personal communications with students many of them said that they liked th program content combined with field exposure to education that they had had and were recommending it to their friends.

Mediating Experiences

There were four major mediating experiences, experiences to increase the linkage between content and practice: large and small group discussions; the personal resources project; sensitivity groups; demonstration and simulation activities. Students were asked to rate the personal resources project, the sensitivity group, the small group discussions, the Becker, Engleman, Thomas self instruction book, the Psychology Today Film series, and the film manual for the film series. These data are presented in Table 3. The mean ratings range from 3.21 to 4.56 on the same 1 to 5 scale presented above. Again the scale points have been reversed here. The lowest rating was given to the sensitivity groups. About forty-five percent (15) of the students thought these were very valuable (4 or 5 rating) and about forty-two percent (14) thought they were pretty useless (rating of 1 or 2). As the reader will remember, there were three sensitivity groups. Eight of the fourteen respondents

who felt the group was useless were in the same group together. Had this group not had its difficulties, these ratings may have been much hihger. In one of the other two groups more than fifty per cent of the students and in the other group seventy percent of the students found it to be very valuable. The highest ratings were given to the Psychology Today films and the Self-Instruction book. Eighty seven per cent (29) of the students thought the film series was very valuable and ninety-four percent (34) of the students thought the self-instruction book was very valuable. The film manual and small group discussions received very high ratings with respectively seventy-eight and fifty-eight percent of the students rating these either a four or a five. Forty-eight percent of of the students found the personal resources project very valuable and only four percent did not think it was useful. When students were asked to give more open-ended responses five suggested that the sensitivity group be eliminated. Five emphasized that the films be continued and two suggested that the small group discussions be moved to the beginning of the hour and six students wanted to have more small group discussions with more structure. Six students asked that more speakers be brought in.

School Experiences

School experiences included observation assignments and work with a teacher. The latter are referred to as field activities in the summary of the ratings given by students to school experience given in

Table 4. First field activities and observation assignments were each rated as a group. Thirty of the thirty-three students who rated field activities found them very valuable. Over half (55%) of the students found the observation assignments very valuable. Then the students rated each of the six major observation assignments. The mean ratings for these ranged from 2.94 to 3.84. Writing and analyzing anecdotes received the lowest ratings with less than half (37%) feeling that they were of great value. Each of the other five assignments received fairly high ratings. No student rated any of them as useless. In each case approximately sixty-six percent of the students rated the activity high (rating of four or five). The highest ratings were given to recording and classifying teacher questions which twenty-seven (77%) of the students felt was very valuable.

The students were also asked to identify and rate the value of specific field activities in which they were involved. A discussion of these activities has been presented above (See School Experiences) but the ratings given by students were not included. These activities have been classified into eight categories and the ratings given by students can be found in Table 5. As mentioned previously the most often cited activities were in order: clerical activities (59); class planning and materials development (42), supervision (31); teaching individual students (30); and leading singing, reading, etc.(18). The discrepancy between the frequency of activities noted by teachers was pointed out above. It was suggested that this might be partially due to the fact that the

Table 4. Students' Rating of School Experiences

Observation Assignments and Field Activities

	High Value	More Value Than Most	Avg. Value	Of Little Value	Use-Less	Total	Mean	Rank
Field Activities as Group	25	5	-	2	1	33	4.48	
Observation Activities as Group	3	14	9	4	1	31	3.45	
Write and Analyze Anecdotes	3	10	8	10	4	35	2.94	6
Write a Life-Space Description	6	16	8	3	-	33	3.76	4
Record and Classify Teacher Qus.	11	16	4	4	-	35	3.97	1
List Instruct. Techniques, Etc.	10	12	8	5	-	35	3.77	3
Describe Class Activities ...	8	14	9	4	-	35	3.74	5
List Class Rules and Expectancy...	9	13	6	4	-	32	3.84	2

Table 5. Students' Ratings of Specific School Activities

	High Value	More Value Than Most	Avg. Value	Of Little Value	Use-Less	Total
Teaching Individual Students	27	2	-	-	1	30
Class Planning and Materials Dev.	26	8	6	2	-	42
Teaching Small Groups	22	-	1	-	-	23
Supervision	17	4	8	2	-	31
Clerical Activities	16	9	17	14	3	59
Leading Singing, Reading, etc.	12	4	2	-	-	18
Teaching Class	1	-	-	-	-	1
Observation	1	-	-	-	-	1

which the teachers working with elementary majors cited often (rank=3) while the secondary teachers did not (rank = 8) occured often as seen by students (rank = 1) but were not highly valued (rank = 6) by them. This may indicate a need to further insure that teachers at the elementary level do not take advantage of the students to get less desireable activities completed.

Students were extremely excited about their involvement in field activities. Only a few negative comments were made by the students and even these are encouraging. Six students said thay did not have enough time in the schools and five students said there wasn't enough contact with the children. Three students suggested that more prior planning with the teachers was needed. Two students wanted more time to talk with the teacher and two others wanted more chance for creativity. One student each though that they; did not have enough independence, that the role was too inactive, that a student teacher had made her leave a class, that one teacher's attitude was discouraging, and that there should be more contact with the principal. One student felt that she was too unprepared at times.

Teachers were very positive about the students and the program. Students were praises as: "has a great attitude, likes to work with children", "interested and sincere", "industrious", "gave extra effort", "conscientious", "efficient", and "very cooperative". Twenty nine of the students were given a high caliber rating and six a medium caliber rating. In all cases teachers felt that the student's interaction in the

teachers list included a judgement of the importance of the activity. An inspection of Table 5 indicates that this is indeed the case. We find that although students engaged in many clerical activities less than half (42%) of these experiences were seen as valuable. If we reorder these experiences, as has been done in Table 5 on the basis of their perceived value we see that the "major activities" engaged in by students were teaching individual students, class planning and materials development, teaching small groups, and supervision or leading singing, reading, etc.

This data and that given by teachers is presented in new form in Table 6. The activity names are listed in rank order of the number of times that they were mentioned by teachers working with elementary majors as the "major" activities of the student. The the rank of these activities is given as perceived by teachers for secondary majors (Column 2) as summarized for the total group (Column 3), as in terms of the frequency of times that each was mentioned by the students (Column 4) and in terms of the number of students rating the activity to be of high value (rating of 4 or 5). We now see that the teaching small groups and teaching individual students are ranked one, tow, or three in all cases except the number of times these are mentioned by students. Students and teachers found these activities to be very valuable but it appears that they occurred less often than they might have. Class planning and development of materials was valued by both students and teachers and appeared to occur quite frequently. Clerical activities

Table 6 Rankings of students' field activities in terms of the frequency each was mentioned by teachers and by students and in terms of the value placed on them by students

	Teachers			Students	
	Elem. Major	Sec. Major	Total Group	No. of Activities	Value of Activities
Teaching Small Groups	1	3.5	2	5	3
Teaching Individual Students	2	1	1	4	1
Clerical Activities	3	8	3.5	1	6
Planning and Development	4	3.5	3.5	2	2
Leading singing, etc.	5	6	5	6	4
Supervision	6	6	6.5	3	5
Teaching Class	7	6	8	7	7.5
Observation	8	2	6.5	8	7.5

school was good, that the students professional attitude was positive, and that they would like to continue this type of relationship. In only three cases did the teacher say that she would not request the particular student again. In each case it was because of other complications. One teacher wanted only a student who had experience with the deaf. The second said that she would have a student teacher in her room and that was enough. The third said that this was her first year of teaching and did not feel that she know enough to help the student.

A New Model of Collaboration

This program has resulted in some tentative answers about teacher education programs but mainly it has succeeded in raising more questions, particularly in the domain of the need for increased collaboration. As a direct result of the program, the two faculty members responsible for the program and other faculty of the school of education have developed a new model for collaboration in teacher education programs. This model will be applied to a program for middle school teachers if outside support is available.

The failure to properly value collaboration prevents us from realizing what might be accomplished by society (Strom, 1970). The need for teachers to learn how to collaborate is based upon the urgency to create within schools a new sense of community. The success of educational programs which include team teaching and the individualization of instruction is enhanced when teachers who will work within these programs know how to collaborate. Team teaching makes explicit the need for team participants to trust each other and to learn from each other. Each instructional team, if properly designed, is responsible for tasks which surpass the competency of any individual team member. In like manner, effective attention to the individualization of instruction argues strongly for the collaborative efforts of diagnosis, valuing alternative prescriptions for teaching, and the utilization of referral that is based not upon the evasion

of responsibility but upon a recognition of the need to focus the most relevant talent upon a student problem. A mutual concern for the well-being of the student is the aim of this kind of teacher collaboration.

The basic model consists of two operational teams representing the public schools and the school of education. These teams will form a relationship that stresses:

1) The identification and development of collaborative processes between public schools and schools of education in the training of teachers
2) The simultaneous training of undergraduate students and inservice teachers in teaching skills
3) The development of university skills in the knowledge and training needs of teachers

This necessitates the development of school and university teams. The school team would consist of the principal, a lead teacher, teacher team members, undergraduate students, regular teaching faculty and public school students. Negotiations within the school team provide for:

1) Most of the field and community experience components of the undergraduate program
2) Interactive processes in the training of lead teachers and teacher team members
3) Dissemination and altered teaching behavior of regular teachers and altered learning behavior of students

The team withing the school of education would consist of the program directors, regular faculty, and graduate students (advanced doctoral level). The faculty and graduate students will be primarily responsible for training in the schools and the community. Negotiations within the university team would provide for:

1) Program planning for the baccalaureate degree and professional certification
2) Program planning for lead teachers and teaching team members-professional training growth
3) Articulation and planning for teaching performances (undergraduate students and team teaching members) and University faculty performances in both classroom and field based instruction

Collaborative skills must be developed by teams at both policy and implementation levels (see Level 1 and Level 11, figure c). Level 1 teams would be essentially policy making. The university and public school administration would negotiate the: a) training goals; b) the processes by which training goals will be implemented; c) the information flows within and among teams and sub-teams; and d) procedures to mediate conflict and initiate compromise. The university component of this level would consist of credit and degree granting responsibilities. This authority would not be surrendered, but project trust would be developed through negotiation skills that provides school and community inputs into the determination of credits, degrees, and ultimately certification. The schools component of this team (central and building administration) would be responsible for the children and the professional environment. This authority is not negotiable, but professional staff development, the undergraduates' learning and professional development, and the development of children are mutual concerns with shared responsibilities and professional inputs.

Level 11 teams would consist of one overall team group and several sub-team groups (see Table 7). The overall team functions in the planning

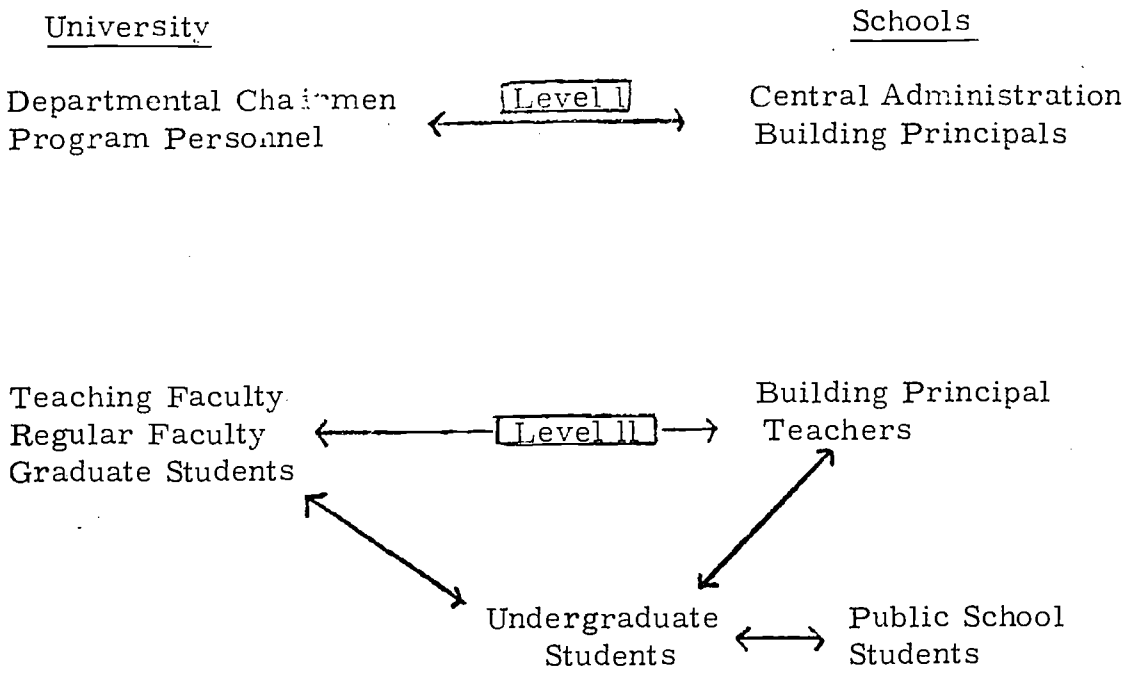

Figure c. Program Team and Sub-Teams

Table 7
Level II Teams

Team Composition	Team Function
Overall Team: University staff School Teams Undergraduate students	a. communication skills within groups and one to one b. negotiate within groups c. plan studies and experiences for undergraduates
Sub-Team 1 University Faculty Graduate Students Undergraduates	a. articulation of classroom and field experiences b. curriculum development
Sub-Team 2 Team Leaders Teaching Team Members Undergraduates	a. plan learning experiences for children b. plan sequences for undergraduates experiences
Sub-Team 3 (pairs) Teaching Team Member One undergraduate	a. personal interactions in shared teaching/learning goals b. practice and modeling of teaching behaviors
Sub-Team 4 University faculty Lead teachers Teaching team members	a. develop advanced training experiences for classroom teachers b. translate curriculum designs into instructional strategies

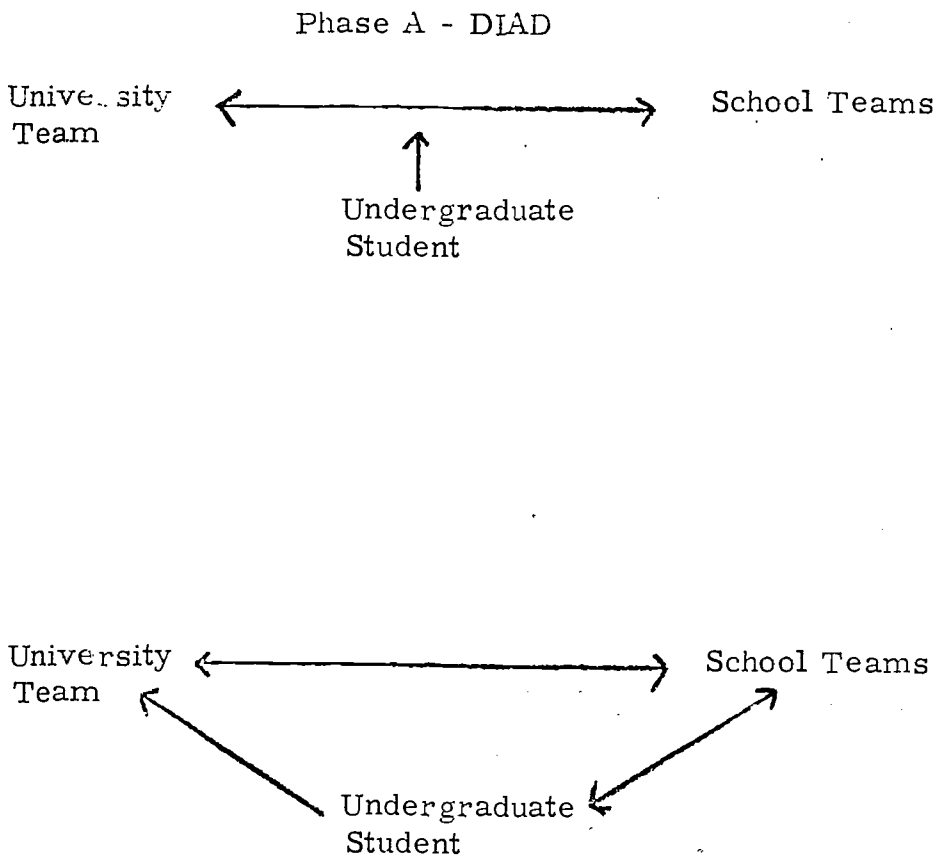

Figure d. Phase A - DIAD and Phase B-TRIAD

periods and initial phases (see phase A- figure d) as a diad. The university and the school teams plan the initial studies and field experiences for the undergraduates. As the undergraduate increases his professional competencies the DIAD is expanded to become a functioning TRIAD (phase B - figure d) where he can influence the direction and/or intensity of program features. Sub-team membership and functions are recorded in Table 7.

Conclusion:

Most reports of undergraduate teacher education programs are glowing diatribes that rave about the program's success in reaching total emersion, profound relevance, and ecstatic joy of all the parties involved. And they are totally unenlightening about the harsh reality of the difficulty of providing a learning experience for each participant that is based directly on his personal needs. It is not easy to develop this kind of program. It takes time, perseverence, and commitment. It takes sound theory that is directly related to reasonable and successful practice. But most of all it takes an openness to questioning and scepticism, faith in freedom and its corresponding responsibility, and rejection of the fear of failure. The success of this program has been its failures. Not that it failed to integrate theory and practice. Not that it failed to inspire undergraduates to enter the teaching profession. Not that it failed in providing undergraduates with knowledge and experiences. No, in the minds of those who have participated, this program, implemented without additional

aside from funds provided for three graduate students, has succeeded in accomplishing these. Its "failures" are identified by what we have learned. This, of course, is the program's real success- the identification of a new set of hypotheses about building a teacher education program and the uncovering of new questions that remain unanswered.

APPENDIX A

- Undergraduate Experimental Program University Activities

UNDERGRADUATE EXPERIMENTAL PROGRAM
UNIVERSITY ACTIVITIES 1971-72

Date	Activity
9/28/72	Organization meeting (Faculty and group leaders) completed registration. Collected information from students for scheduling field assignments (1/2 day a week).
10/5/72	Observation assignments given out and explained. Personal Resources Project assigned in place of text.
	Talk and group discussion on values.
10/12/71	Film "Preface to a life" (Story of child growing up as father hopes he will; then mother; then as he should). Anecdotes written on film incidents and analyzed on a separate form.
10/19/71	Talk on "Four Types of Learning."
	Demonstration two styles of teaching (with small group of students).
	Sensitivity training groups scheduled.
10/26/71	Clarification of observation and personal resources projects.
	Introduction of Psychology Today film series, getting students to identify things that seem to be true which really are not.
	Film: "Aspects of Behavior."
11/2/71	General "rap" session. Film: "The Sensory World."
11/9/71	Talk on Community Education. Community school film: "To Touch a Child".
11/16/71	Talk on "general development" (from handout on developmental tasks from infancy through late adolescence). Film: "Development."

11/23/71	Read parts of the case records of a lower class first grader (David) and an early maturing adolescent (Betty Burrows). Film: "Information Processing."
11/30/71	Talk on "development during childhood." Film: "Learning."
12/7/71	Assigned Becker, Engleman, Thomas self-instructional book. Talk on "cognitive development" (used slides). Film: "Social Psychology"
12/14/71	Talk on "Moral development". Film: "Personality"
1/11/72	Assignment and scheduling of audio visual instruction in January. Evaluation sheets filled out. Film: "Abnormal Behavior."
2/15/72	Curriculum/Instruction Major curriculum philosophies - present examples of each Present major curriculum tools: Discipline Skills Concepts Curriculum patterns: Spiral Recurring content Eclectic Skill development (cumulative) Expanding horizons Assignments: Record curriculum pattern in the school where you are assigned--write out a statement identifying the major premise that support it about (a) children or youth (b) content. Prepare a paragraph on the relationship between curriculum and instruction.
2/22/72	Social bases of school curricula: social power centers social behavior patterns tradition professional interests disciplines

Curriculum change:
- bureaucracy
- social-personal investments
- pressures for change
- pressures against change

Curriculum/Instruction as process

Discussion groups:
- Groups share assignments from previous week--identify common curricular patterns, tools, and philosophies.
- Construct a group theory of curriculum. Instruction.

Assignments:
- Construct two paragraphs that represent your curriculum goals for the public school.

2/29/72

Theories of Instruction

Theories of Instruction:
- Gagne' - Bruner - Cognitive
- Dewey - Fashay
- Realism - Dale

Instructional Models:
- Linear model - directed - convergent
- discovery - divergent
- discovery - convergent

Discussion groups:
- Review volunteer's commitments on curriculum and instructional goals.

Assignment:
- Prepare a five minute lesson to teach your group a single idea. Others will critique the teaching act--group leaders will not.

3/7/72

Individualizing instruction

Discussion Groups:
- Individuals in each group present (5) minute lesson - one person writes an anecdotal report of each lesson (each person does one). Group critiques each lesson immediately after presentation.
- Group leaders rank presentations on a simple 5-point scale using 5-general criteria:
  a. Clarity of lesson
  b. Leadership
  c. Structure
  d. Student participation
  e. Suitable for group

3/14/72

"Goals, Objectives, and Planning"
Course goals -- unit objectives-- daily plans
Mager - Behavioral goals
Bloom Cognitive Domain
Krathwohl Affective Domain
Assignments:
Write (5) behavioral objectives for a lesson in your school representing at least three levels of Bloom's Taxonomy

3/21/72

Epistemology
fact -- value continuum
institution -- tested conclusions continuum
understandings -- generalizations -- belief
Discussion Groups:
Writing workshop -- critique behavior objectives. Discuss limitations and advantages of behavioral objectives on learning.
Assignments:
Write five understanding objectives for a lesson in your school.

3/28/72

Selecting Instructional Technique
Discussion Groups:
Compare understanding objectives. Discuss relationship of behavioral and understanding objectives to the content or idea to be learned.
Present Dale's Cone of Experience
symbolic knowledge and learning
indirect learning
direct learning
Mediated forms of teaching
Assignment:
Write two (2) techniques to teach a given (the same) concept at each level of Dale's Cone of Experience
Teaching techniques and child development
Gagne' -
Kohlberg -
Discussion Groups:
Examine techniques strata related to Dale's Cone. Select 2 or 3 papers and have the group classify as appropriate learning stage.
Assignment:
Construct a two-day teaching plan with:
a. instructional objectives
b. method of instruction
c. techniques of instruction

Select ten minute segment to teach in your group.

4/18/72

Discussion Groups:

1. Individuals teach ten minute segment.
2. One individual prepares descriptive anecdotes.
3. Group leader ranks using previous criteria.
4. Group critiques each presentation.
5. Other

4/25/72

Evaluation and Measurement

Concepts of Evaluation and Measurement

- testing
- measurement
- judgment - prejudgment
- evaluation

Formal testing

- achievement
- ability
- interest
- skills

Objectives of instruction and measurement

- behavioral -- testing
- gestalt -- testing

Assignment:

- Record testing pattern in your school -- explain information yielded by the tests and evaluations.

5/2/72

Classroom tests - construction and use

- marking systems - grades
- ranking systems
- achievement gains
- ability
- test reliability - construct validity
- testing forms - strengths and weaknesses

Judgmental scales

- sociograms
- anecdotes
- descriptive logues

Assignments:

- Prepare a two day lesson to teach in your school - complete with objectives, method, techniques, and evaluation system.
- Teach ten minute segment to your group.

5/11/72

Discussion Groups:
- Critique tests -
- Teach segments
- Someone keeps logue
- Leader using judging scale as before
- Group critiques lessons
- Group discusses their method of critiques -- leaders method of judging, etc.

5/16/72

Analysis of Teaching
Introduce classroom analysis
- interaction
- verbal behavior
- non-verbal behavior
- anecdotes -

Training on Flanders (simplified) system
Assignment:
- Do 15 minute Flanders in your school -- paired with another from your group -- compare patterns.
- Do a second 15 minutes with companion maintaining a class logue. Compare. Reverse roles. Compare.

5/23/72

Discussion Groups:
- Analyze Flanders reports. Group compares the forms of analysis.
- Select students are called upon to present their curriculum philosophy at this point in time.

Assignment:
- Teams of (4) students will prepare a short (4-5 page) paper on:
  a. Theory of instruction
  b. Objectives of instruction
  c. Techniques of instruction
  d. Evaluation of instruction
- Teams will be prepared to present these ideas in class.

5/30/72

Class presentations
Wrap-up session

APPENDIX B

ıe Study Observational Assignments

LIFE SPACE

Write an objective, life space description of the neighborhood within a three-block radius of your school. Details might cover the kinds of living quarters, commercial establishments, yards, equipment, and play space available. Anything that suggests the nature of the life style of local residents might be included. Thus ongoing activities, which happen to be observed when you make your visit might also represent good material.

OBSERVATION ASSIGNMENT C1

PART I

Develop a complete list of the class rules and stated teacher expectancies regarding pupil behavior as they are observed in one observation period. Such rules or expectancies will be evident when teachers praise pupils for conducting themselves in a particular manner, as raising their hands before talking, waiting for someone to finish talking before saying something themselves, or asking permission before leaving their seats. They will also be evident when teachers criticize pupils behavior or remind them of rules or behavior expectancies.

Write a short, accurate statement of each separate rule or expectancy as it is observed and arrange in list form. Do not bother to repeat rules or expectancies if they have already been noted. Restrict the scope of rules and expectancies listed to those dealing with pupil behavior rather than instructional content.

PART II

On two other days when you have few, if any, particular duties to perform, use your list to tally each occurrence of rules being reinforced in some manner by the teacher. Note also the total time of each observation (it does not have to encompass the entire period you are there), and describe briefly but objectively the nature of class activities going on during the observation. Convert your raw tallies to percentages for each rule or expectancy. Write a brief conclusion regarding the similarity and differences you observe on the two days.

Arrange your paper so that it can be turned in separately but later placed in your scrapbook.

MTE
RMB

OBSERVATION ASSIGNMENT C2

Class Activities and Likely Learnings

Record and analyze the major class activities over an hour of instruction by (a) writing a brief description of each activity and (b) listing the specific things which could be learned from each activity.

Sample:

ACTIVITY	LIKELY LEARNINGS
1. Teacher answers several pupil questions re: nature, length, and style for previously assigned term paper. (7 minutes)	1. Particular teacher expectations re: same: a. any topic is acceptable b. 1500-2000 words c. spelling, grammar, neatness are especially important d. several references to be used
2. Teacher analyzes a paragraph on the board. (4 minutes.)	2. Topic sentence suggests the basic ideas to be included. Other sentences develop these ideas. Certain words are used to connect one idea with another.
3. Pupils circle connecting words on an exercise sheet containing several paragraphs. (15 minutes)	3. Connecting word recognition.

ETE
RMB

OBSERVATION ASSIGNMENT C3
Instructional Techniques

List all instructional techniques used during one hour of classroom observation. Indicate for each technique whether the teacher or the student has the primary role.

INSTRUCTIONAL TECHNIQUE	PRIMARY ROLE

List also any instructional resources employed by the teacher and students. For example, books, films, chalkboard, etc.

List any student behaviors which indicate their attitudes toward school and learning. Then write a statement summarizing their general feelings toward learning.

EDE

F43

OBSERVATION ASSIGNMENT C4

Teacher Question Types

Make a sequential record of the questions a teacher asks regarding a particular topic. Classify the type of cognitive process elicited from pupils for each question.

Recognition - being able to recognize a given type of event. For example, the special tax on tea was one of the colonist's several Acts of Grievances against the crown.

Retention (Memory) e.g., who was in charge of the American forces at Breed's Hill?

Convergent Thinking, calling mainly for putting facts together in a logical and sequential order. e.g. (following several days of class discussion of various Colonial events from 1770-1775) asking "What were the main causes of the American Revolution?"

Divergent Thinking, with multiple rather than best responses being called for, e.g., "If the British had won, how would life today be different from what it is?"

Evaluative thinking, requiring judgment-making along some value dimensions, e.g., "Do you think Washington, Jefferson, and their contemporaries were better off than if we had lost the war? In what ways?

ETE
RTD

HYPOTHETICAL EXAMPLE OF SCRAPBOOK PAGE

LEARNING PRINCIPLE

Learning under intrinsic motivation is preferable to learning under extrinsic motivation.

Refs - Cronbach Educational Psychology (1960), pp. 45-48
Bugelski The Psychology of Learning Applied to Teaching (1970), pp.450-2.

Evidence - 1. Retained information one year after taking biology greater for Ss required to take course than those of comparable ability who elected course (Bulgelski, p. 413).

2.

a. Application examples -

Newspaper clipping of Ss deciding to study erosion in the neighborhood.

Intrinsic features
1. Decided on activity
2. Planned study procedures
3. Organized groups
4.

b. Anecdote describing a teacher permitting Ss to read library books for fun during school time without being graded on what they learned.

c.

APPENDIX C

Evaluation Instruments

SELF EVALUATION FORM

Please evaluate yourself with respect to each of the items below. Add any comments you think relevant. Sign the pledge at the end that indicates that the numbers of assignments, hours, and absences are your most accurate recollections.

OBSERVATION ASSIGNMENTS

1. Number completed and turned in: _____
   Your assessment of how well they were done:
   (circle one) (a) well done (b) about average (c) poorly done

PERSONAL RESOURCES PROJECT

2. Estimated number of hours you worked on this: _____
   Your assessment of how well it was done:
   (circle one) (a) well done (b) about average (c) poorly done

SENSITIVITY GROUP PARTICIPATION

3. Number of meetings you made: _____ number missed: _____
   Your assessment of how well you participated:
   (circle one) (a) fully (b) only half-heartedly

Tuesday class sessions as a whole

4. Number present full time: _____ part time _____
   Your assessment of how well you participated:
   (circle one) (a) fully involved (b) usually involved (c) little involved

Tuesday small group discussion sessions

5. Number present: _____; number absent: _____
   Your assessment of how well you participated:
   (circle one) (a) fully involved; (b) usually involved (c) little involved

Becker, Engleman, Thomas self-instructional book

6. Number of topics completed as of January 4: _____
   Your assessment of how well you know what you have studied so far:
   (circle one) (a) very well (b) moderately well (c) not well

Psychology Today Film Series

7. Number of the 8 films seen: _____
   Your assessment of how involved you were in trying to absorb the content presented:
   (circle one) (a) tried hard (b) tried some but mainly entertained by them
   (c) primarily entertained - didn't try

Psychology Today Film Manual

8. Number of selections read (total of eight): _____
   Your assessment of how well you know what these selections presented:
   (circle one) (a) very well (b) moderately well (c) not too well

Field activities

9. Number of days absent after you were assigned: _____
10. List of things you did in relevant categories.
Indicate your estimate of the number of hours you spent on each category (use back of sheet) Your overall assessment of how well you did what you were asked or allowed to do:
(circle one) (a) very well (b) moderately well (c) not too well

OTHER

Indicate any other matters which should be taken into consideration in determining a course grade for you.

Indicate what you think your grade ought to be and why.

On my honor as a (lady) gentleman I pledge that the indications of attendance, participation, hours worked, or assignments done (the numbered items above) are to the best of my knowledge accurate.

_____
Signature

EVALUATION INSTRUCTIONS

Attached are three forms for evaluating fall semester activities in the experimental teacher education class. Your true feelings are sincerely desired as a basis for improving the quality of this program during both the spring semester and next year.

Your name should not appear on the forms evaluating the class presentations (Fall Schedule) or the activities and assignments. On the form for evaluating yourself we want you not only to indicate your best judgment about the quality of your effort and accomplishment but to sign the pledge stating that the amount of time you were present for various activities is as accurate as you are able to recall. Grades will be based on (a) reports from the schools regarding your participation there, (b) the quality of your personal resource project, (c) our estimates (when we have enough knowledge to make them) of your participation in the Tuesday classes, and (d) your self-evaluations.

Fall schedule. Please indicate for each presentation on the line to the right your feeling about the value and quality of the presentation, placing one of the following numbers on the line:

1 Excellent presentation - high value
2 Useful presentation - more valuable than those in most classes
3 Of some usefulness -- average value compared with most classes
4 Of little value but not useless
5 A complete waste of time -- useless
A Absent or did not do

If you wish to write comments about a particular presentation, please do so in the space below it. Small group discussions are to be evaluated on the assignment and activity sheet. The specific Psychology Today Films are not to be considered at this time since they have already been evaluated.

Assignments and Activities. Use the same numbering system above to indicate your feelings about the value and quality of each of the assignments and activities listed. Use the space between them to write any special comments you wish.

Self-evaluation Form

See instructions on it. Pledge and signature will be needed.

DO NOT PUT YOUR NAME ON THIS SHEET

ETE FALL 1971 SCHEDULE

9/28 Organization meeting (Moore, Brandt & group leaders) completed registration.
Collected information from students for scheduling field assignments.

10/5 Observation assignments given out and explained by Brandt.
Personal Resources Project assigned in place of text by Brandt.

Moore talk and group discussion on values. _____

10/12 Film "Preface to a Life" (Story of child growing up as father hopes he will; then mother; then as he should). _____
Anecdotes written on film incidents and analyzed on a separate form - class led by Massey. _____

10/19 Brandt talk on "Four Types of Learning". _____

Moore demonstrated two styles of teaching (with small group of students). _____

Sensitivity training groups scheduled.

10/26 Brandt clarified observation and personal resources project. _____

Short introduced Psychology Today film series, getting students to identify things that seem to be true which really are not. _____

Film: "Aspects of Behavior"

11/2 Brandt led general " rap" session. _____
Film: "The Sensory World"

11/9 Robert Frozzard talk on Community Education. He showed community school film ("To Touch a Child"). _____

11/16 Brandt talk on "general development" (from handout on developmental tasks from infancy thru late adolescence). _____
Film: "Development"

11/23 Brandt read parts of the case records of a lower class first grader (David) and an early maturing adolescent (Betty Burrows). _____
Film: "Information Processing"

11/30 Massey talk on "development during childhood". _____
Film: "Learning"

12/7 Brandt assigned Becker, Englemen, Thomas self-instructional book.
Marles Mann talk on "cognitive development" (used slides). _____
Film: "Social Psychology"

12/14 Mary Huey talk on "Moral development" - led discussion too.
Film: "Personality"

1/11 Assignment and scheduling of audio visual instruction in January.
Evaluation sheets filled out.
Film: "Abnormal Behavior"

DO NOT PUT YOUR NAME ON THIS SHEET

Assignments and Activities (ETE - Fall 1971)

Observation assignments as a group

1. Writing anecdotes and analyzing them
2. Writing a life space description of a neighborhood
3. Recording and classifying the types of questions teachers asked
4. Listing instructional techniques teachers used during an hour of instruction, resources used, identifying whether S or T had primary role and behaviors indicative of S-attitude.
5. Describing class activities during an hour of instruction and listing specific likely learnings from each
6. Making a list of class rules and expectancies and recording how often they were enforced

Personal Resources Project

Sensitivity group (name of your leader: _____)

Tuesday small group discussions (your leader's name _____)

Becker, Engleman, Thomas self-instructional book

Psychology Today film series as a whole

Film manual for film series

Field Activities in an assigned school (overall reaction)

List specific activities you did at school and rate each

1.

2.

3.

4.

5. _____

6. _____

7. _____

8. _____

9. _____

List any specific disappointments you had at school:

1. _____

2. _____

3. _____

4. _____

5. _____

Identify any general suggestions you have for improving the course:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

NAME Mrs. Meadows
GRADE LEVEL
STUDENT Revell Thompson-Buford

EXPERIMENTAL TEACHER
EDUCATION FIELD TEACHER
REACTION SHEET

1. The student has put in more than the assigned amount of time in the classroom or about the assigned amount of time or less than the assigned amount of time, i.e., 2 hours/week assigned time.

2. Please list two major activities that you have witnessed your student aide, from the University doing.
   1)
   2)

3. Did you find the student's interaction with your school's population to be positive?

   Yes No (circle one)

4. Do you feel the student who served in your school exhibited a responsible and professional attitude?

   Yes No (circle one)

5. Would you consider requesting the same person to retrun next year to your classroom as a student teacher?

   Yes No (circle one)

6. Do you desire a student aide for your classroom next semester?

   Yes No (circle one)

7. Do you have any recommendations for improving the program? (Please comment.)

8. What is your over-all impression of your student's work in your classroom this semester? Circle one,

   High calibre Medium calibre Low calibre

Comments: